

# Unit 1: Digital Citizenship

## 7 Grade Media Arts

15 Class Meetings

*Created May 2021*

### Essential Questions

- How can individuals create a positive and safe online community?
- What are the rights and the responsibilities associated with the use of digital tools and resources?

### Enduring Understandings with Unit Goals

**EU 1:** Individuals recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.

- Compare and contrast differences between respectful and disrespectful online behaviors.
- Explain the importance of cultivating and managing their digital identity and reputation with an awareness of the permanence of their actions in the digital world.
- Analyze scenarios of online social interactions to determine which are positive, safe, legal and ethical.
- Create a PSA using data and examples from real life to inform and influence others ... call to action.

**EU 2:** Digital citizens responsibly locate, evaluate, and ethically use information from a variety of digital sources.

- Analyze and interpret the application of copyright and fair use laws in various scenarios.
- Debate and defend the practice of citing sources when using/sharing intellectual property.

### Standards

#### ISTE Standards for Students

2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- 2a: Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.b: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

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- 2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
  - 2d: Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
3. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- 3a: Students create original works or responsibly repurpose or remix digital resources into new creations.
  - 3b. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
  - 3c Students publish or present content that customizes the message and medium for their intended audiences.
  - 2-AP-13: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

#### 1. Protecting Our Digital Identity

- Analyze how different parts of a digital footprint can lead others to draw conclusions -- both positive and negative -- about who they are.
- Discover three strategies to limit individual data collection by companies.
- Vocabulary and Key Terms - digital footprint, invisible audience, persistent, consumer, cookies, data, targeted advertising oversharing, red flag feeling, social media, ally, cyberbullying, empathy, upstander, sampling, self-disclosure, sexting

#### 2. Ethical, Legal, and Responsible Online Behavior

- Identify the positive and negative effects social media use has on their relationships.

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- Problem-solve potential challenges to responding to cyberbullying and identify ways to be an upstander or ally to someone being bullied.
  - Apply copyright and fair use to real-world examples, making a case for or against.
  - Vocabulary and Key Terms - copyright, fair use, public domain, intellectual property
- Note:** The topic of screen time and balancing media use is extensively covered in the 7th grade ELA unit, [Screen Time](#).

### **Interdisciplinary Connection:**

- Read informational texts
- Reflective writing
- Write a persuasive PSA

### **Daily Learning Objectives with *Do Now Activities***

#### **Students will be able to...**

- Analyze how different parts of their digital footprint can lead others to draw conclusions -- both positive and negative -- about who they are.
  - Do Now: Google form survey: What kinds of social media do you engage in and what types of information, media have you shared online?
- Compare and contrast the digital footprint of three middle school students from video scenarios.
  - Do Now: Name one positive and one negative conclusion someone might draw from a digital footprint. What did you learn about yourself?
- Analyze how certain types of data are used by companies and explain why information about an individual's online behavior is valuable to companies.
  - Do Now: Name two advertisements you have seen on social media specifically targeted toward your interests?
- Compare and contrast the "red flag feelings" that arise when using social media and consider ways to handle them.
  - Do Now: Vocabulary review
- Compare the risks and benefits of self-disclosure in relationships, and identify the risks and potential consequences of sexting.
  - Do Now: "What would you do - response to scenario?"
- Debate and defend the ways to be an upstander or ally to someone being bullied considering different perspectives in a cyberbullying incident.
  - Do Now: Why do you think cyberbullies are so successful?
- Assess the causes and impact of teen suicide related to bullying online or off.
  - Do Now: What kind of bullying have you witnessed, and describe the action taken.
- Research a self-selected topic for your PSA.
  - Do Now: Google Form - Topic Interest Survey\*\*
- Develop and argue a claim using credible and relevant evidence from multiple sources.

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- Do Now: Did you use sound reasoning and relevant, sufficient evidence to support your claim?
- Create a multimedia PSA to inform and generate a “Call to Action.”\*\*\*\*
  - Do Now: Set a SMART Goal/Plan for completing your PSA on time.
- Critique a peer’s PSA with kind, specific, helpful feedback and final polishing.
  - Do Now: Critique this - practice for today’s feedback protocol.
- Assess the work of peers in today’s Gallery Walk using the ISAAC assessment rubric.
  - Do Now: If you had more time, what would you add/change about your PSA?

### **Instructional Strategies/Differentiated Instruction**

- Whole group instruction
- Small group instruction
- Strategic grouping
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-write-pair-share and small-group discussions
- Pre-reading strategies
- Graphic organizers
- Accountable talk
- Homework
- Electronic word walls with visuals - Padlet
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Individualized in-person/Zoom coaching
- Student collaboration in small in-person/Zoom groupings
- Assignment modification
- Speech to text
- Sentence starters

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- Key vocabulary - translation, reinforcing the contextual definition with visuals
- Provide correct pronunciation by repeating student response
- Chunk/challenge/chew - maximum 10 - minute chunks
- Word wall
- Do-nows as vocabulary review
- Culturally responsive teaching
- Explicit modeling
- Non-verbal Assessments

### Assessments

#### **FORMATIVE ASSESSMENTS:**

- Do Now
- Student discussions and responses
- Non-verbal assessments
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Electronic portfolio with daily journaling and project documentation w/ photos and videos
- Future Rubric Assessment in 2021-2022

#### **SUMMATIVE ASSESSMENTS:**

- Quizzes (EU 1)
- Electronic portfolio with daily journaling and project documentation w/ photos and videos (EU2)
- Performance Task - "Be the Change!"

### Unit Task

**Unit Task Name:** "Be the Change!"

**Description:** In this task, students will select a topic of their own choosing related to digital citizenship. They will develop and argue a claim using credible and relevant evidence from multiple sources. They may select from a variety of multimedia formats. Exemplars will be shared with an authentic online audience via the ISAAC YouTube channel.

**Evaluation:** Summative Assessment and Future Rubric in 2021-2022 school year

### Unit Resources

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- ISTE Standards
- Common Sense Education curriculum and resources  
<https://www.commonsense.org/education/digital-citizenship>
- <https://digcitcommit.org/resources>
- Ignition: Digital Literacy
- [Digital Wellness and Safety Online interactive instruction in digital wellness](#)
- Expert speakers - teen suicide and sexting